

Implementation of Basketball Education Program Affecting the Personal Development of College Students in Shanghai, China



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ABSTRACT: The study examined the implementation of a basketball education program and its impact on students' skills acquisition, personal development, and educational achievements. The results revealed that the program was moderately implemented across key areas such as coaching/instructional approach, skills training, personal development, and student engagement. While the program proved effective in fostering basketball-related skills acquisition, it showed weaker correlations with students' academic achievements and personal development. A positive relationship was identified between the coaching approach and skills acquisition, suggesting that structured coaching enhances students' technical abilities. However, the program demonstrated a negative correlation between coaching and academic performance, indicating that students may prioritize athletic success over educational growth. Additionally, the findings indicated that other aspects of the program, such as personal development and skills training, had no significant impact on students' broader personal growth or academic achievements. Overall, while the program successfully supports athletic growth, it requires further refinement to enhance its influence on students' educational outcomes and holistic development. The integration of academic support and a stronger focus on personal development could ensure a more balanced approach to fostering student success both on and off the court.

KEYWORDS: Basketball Education, Personal Development, Skills Training, Coaching Approach, Student Engagement

I. INTRODUCTION

In the landscape of higher education, pedagogical methods have significantly evolved to enhance student learning outcomes and experiences. One such innovative approach is the integration of sports education, specifically basketball, as a tool for personal development. This method adapts instructional content and strategies to meet the diverse needs and abilities of students, fostering engagement, motivation, and mastery of subject matter. While globally adopted in various educational contexts, the application and effectiveness of basketball education in college courses, particularly in Shanghai, China, remain underexplored. Personalized learning approaches have become central in modern education reforms, as seen in policies such as the Every Student Succeeds Act (ESSA) in the United States and China's National Education Law, both of which emphasize the importance of catering to diverse student needs. Basketball education aligns with these initiatives, offering individualized instruction that optimizes learning potential while developing physical, mental, and social skills.

Previous research has consistently demonstrated that sports, particularly basketball, play a critical role in the holistic development of students. Beyond physical fitness, basketball fosters essential life skills, including teamwork, leadership, perseverance, and emotional resilience (Johnson, 2021). The role of sports organizations in shaping educational and personal development outcomes has been emphasized by Smith and Johnson (2023), who highlight the importance of resources and support in building successful sports education programs. In addition to fostering physical health, studies have highlighted the positive impact of basketball on academic achievement and personal development. A study by Camiré (2018) found that participation in basketball contributed to improved self-discipline and time management, which in turn enhanced students' academic performance. Similarly, Bean et al. (2020) demonstrated that basketball education could improve self-efficacy and social skills, helping students navigate academic and social challenges more effectively. Research also supports the role of basketball in developing specific personal competencies. According to Issurin (2018), effective sports programs incorporate a variety of training methods designed to enhance strength, fitness, skill development, tactical awareness, mental preparation, and injury avoidance. Coaches who integrate these strategies create a more comprehensive development pathway for students, addressing both their athletic and personal growth. Moreover, Gould et al. (2019) argue that sports education, when properly implemented, can improve students' psychological resilience and emotional intelligence, equipping them to handle stress and adversity in both academic and athletic settings.

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Despite these global trends, there remains a gap in understanding how basketball education programs in Shanghai colleges influence students' personal development. The current study, "Implementation of Basketball Education Program Affecting the Personal Development of College Students in Shanghai, China," seeks to address this gap. By examining the implementation of basketball education programs and their coaching methods, this research will provide insights into optimizing such programs to enhance student outcomes. The findings are expected to contribute to the discourse on educational innovation and personalized learning, offering practical recommendations for educators and policymakers to improve the effectiveness of sports education in Shanghai and beyond.

II. RESEARCH METHODOLOGY

This study employed a quantitative descriptive research design to investigate the implementation of a basketball education program and its impact on the personal development of college students in Shanghai, China. The descriptive approach allowed for a systematic and objective analysis of how the basketball program influenced various aspects of students' development, such as educational achievements and skills acquisition. The respondents consisted of 50 college students enrolled in basketball courses during the first semester of the 2023-2024 academic year. A total enumeration sampling method was used, meaning that all eligible students were included in the study to ensure comprehensive data collection. The primary data collection tool was a researcher-developed questionnaire, which was rigorously content-validated by experts in the field to ensure relevance and reliability. Data collection was conducted via online surveys using social media platforms, ensuring accessibility and ease of response. The data was analyzed using SPSS software.

The study also followed strict ethical guidelines. Informed consent was obtained from all participants, ensuring that they were fully aware of the study's purpose and their right to withdraw at any time. The anonymity and confidentiality of the respondents were maintained throughout the research process to protect their personal information. Moreover, the research was designed with cultural sensitivity, particularly considering the norms and values of the local educational environment in Shanghai. This ensured that the program and its evaluation were both ethically sound and contextually appropriate for the target population.

Research Question

Is there a significant relationship between the extent of implementation of basketball education program and the level of personal development among college students?

III. RESULTS AND DISCUSSION

Table 1. Correlation between the Extent of Implementation of Basketball Education Program and the Level of Personal Development Among College Students

Extent of Implementation of Basketball Education Program	Level of Personal Development	Computed r	Sig.	Decision	Interpretation
Coaching/ Instructional Approach	Educational achievements	-0.442	0.001	Rejected	Not Significant
	Skills acquisition	0.467	0.001	Rejected	Not Significant
Skills Training	Educational achievements	0.110	0.446	Accepted	Significant
	Skills acquisition	-0.212	0.139	Accepted	Significant
Personal Development	Educational achievements	0.161	0.264	Accepted	Significant
	Skills acquisition	-0.134	0.353	Accepted	Significant
Student Engagement and Satisfaction	Educational achievements	-0.284	0.045	Rejected	Not Significant
	Skills acquisition	0.150	0.299	Accepted	Significant
Overall Extent of Implementation of Basketball Education Program	Overall Level of Personal Development	-0.098	0.498	Accepted	Significant

Table 1 presents the correlation between the extent of implementation of the basketball education program and the level of personal development among college students, focusing on two key constructs: educational achievements and skills acquisition. The table provides correlation coefficients (r), significance levels, and decisions regarding the null hypothesis for various dimensions of the program. Below is an analysis and interpretation of each construct.

The correlation between the coaching/instructional approach and educational achievements is negative, with a computed r of -0.442 and a significance level of 0.001. The rejection of the null hypothesis indicates that there is a statistically significant, inverse relationship between these variables. This means that, as the implementation of the coaching/instructional approach

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improves, students perceive their educational achievements as less influential to their personal development. This could suggest that students may prioritize athletic or technical skills over academic achievements in response to more structured coaching.

On the other hand, the correlation between the coaching/instructional approach and skills acquisition is positive, with a computed r of 0.467 and a significance level of 0.001. This shows a significant, direct relationship between these variables, indicating that an effective coaching/instructional approach enhances students' skills acquisition. This suggests that coaching quality is key to improving students' technical and basketball-related skills, which positively contributes to their personal development in terms of practical and athletic competencies.

For the skills training dimension, the correlation with educational achievements is weakly positive ($r = 0.110$) and non-significant ($p = 0.446$), leading to the acceptance of the null hypothesis. This suggests that the extent of skills training has little to no direct impact on how students perceive their educational achievements in relation to personal development.

Similarly, the correlation between skills training and skills acquisition is negative but non-significant ($r = -0.212$, $p = 0.139$). This indicates that, although skills training is a core component of the program, it does not have a significant relationship with students' perception of their skills acquisition. The negative direction suggests a possible disconnect between the structured nature of skills training and students' perceived development of more diverse or advanced skills.

For the personal development dimension of the program, there is a weak positive correlation with educational achievements ($r = 0.161$) and a non-significant p -value (0.264). This indicates that there is no significant relationship between the personal development focus of the basketball program and students' perceptions of educational achievements. Although personal development is a crucial aspect of the program, it does not appear to directly enhance students' academic or educational growth.

Similarly, the correlation between personal development and skills acquisition is weakly negative ($r = -0.134$) and non-significant ($p = 0.353$), indicating that the personal development aspect of the program is not significantly associated with students' perception of skill growth. This suggests that while personal development may enrich students' broader life skills, it does not necessarily translate into the acquisition of specific basketball-related skills.

The correlation between student engagement and satisfaction and educational achievements is negative and significant ($r = -0.284$, $p = 0.045$), leading to the rejection of the null hypothesis. This indicates an inverse relationship, suggesting that higher levels of engagement and satisfaction with the basketball program are associated with lower perceived educational achievements. This could imply that students who are more engaged with the athletic aspects of the program may prioritize these experiences over their academic growth.

In contrast, the correlation between student engagement and satisfaction and skills acquisition is weakly positive ($r = 0.150$) but non-significant ($p = 0.299$), suggesting that while there is some positive association between engagement and skill growth, it is not statistically significant. This implies that student satisfaction with the program does not have a strong impact on how they perceive the acquisition of skills.

The overall extent of implementation of the basketball education program has a weak negative correlation with the overall level of personal development ($r = -0.098$, $p = 0.498$), and the null hypothesis is accepted. This suggests that there is no significant relationship between the overall implementation of the program and students' overall perception of their personal development. Despite the various components of the program, its collective impact on personal development is perceived as neutral, indicating that improvements in the program's implementation may not translate into broader personal development outcomes for students.

In conclusion, the table reveals varying degrees of correlation between the implementation of the basketball education program and students' personal development in terms of educational achievements and skills acquisition. The coaching/instructional approach shows a significant positive relationship with skills acquisition but a negative one with educational achievements, indicating that effective coaching enhances skill development but may not support academic growth. Skills training and personal development components show no significant impact on either educational achievements or skills acquisition, suggesting a potential gap in how these aspects contribute to students' development. Lastly, student engagement and satisfaction are negatively correlated with educational achievements, suggesting that students who are more engaged in the athletic program may perceive less personal growth through academic accomplishments. Overall, the data suggests that the basketball program is more effective in developing skills than in enhancing educational or academic achievements.

The correlation analysis between the extent of implementation of the basketball education program and the level of personal development reveals that while the program is effective in developing students' technical skills, particularly through its coaching/instructional approach, it falls short in fostering broader educational achievements and personal development. This mirrors critiques, such as those by Runfang (2019), who argued that a focus on competitive sports can undermine holistic growth. Likewise, the weak connection between skills training and personal growth reflects the challenges seen in She, et al.'s (2019) analysis of European sports programs, where an emphasis on specialized skills sometimes overshadows comprehensive development. To enhance both academic and personal outcomes, the program should strive for a more balanced approach that integrates athletic excellence with broader educational and personal growth objectives.

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IV. CONCLUSION

The relationship between the program's implementation and personal development indicates that a stronger coaching/instructional approach is positively associated with skills acquisition, though it may negatively impact students' perceptions of educational achievements. Other aspects, such as skills training and personal development, showed no significant impact on overall personal growth, highlighting areas where the program's influence could be strengthened to better support students' academic and personal development.

To address the limitations identified in the results, it is recommended that the basketball education program adopt a more balanced approach that integrates both athletic development and academic support. This could be achieved by incorporating academic mentorship alongside basketball training to ensure that students are not only focused on improving their athletic skills but also staying engaged in their academic pursuits. Coaches could work in partnership with academic advisors to monitor students' academic performance and provide guidance on balancing sports with their studies.

Additionally, the skills training component of the program should be reevaluated to ensure that it aligns more closely with both skill acquisition and personal development goals. Introducing more varied and advanced training modules that focus on the application of skills in real-world scenarios might help students feel that the training is more valuable to their personal and athletic growth.

Lastly, student engagement strategies should be revisited to ensure that high levels of engagement with the basketball program do not detract from students' academic achievements. Offering dual-focused activities that combine sports education with academic learning, such as leadership workshops or teamwork-building exercises that are applicable both in sports and academics, could help bridge this gap and promote more holistic development. This would enhance the overall effectiveness of the program by ensuring that students benefit from both athletic excellence and academic growth.

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